



The Mosslands School



# Relationships and Sex Education Policy 2023-25

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Signed	<i>J. Owens</i>
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## Policy statement on equality and diversity

The School will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of disability, gender, race, age, religion or belief, and sexual orientation.

Equality and diversity are integral to the School's priorities and objectives. We will support inter-faith and inter-cultural understanding and engage all students in playing a full and active role in wider engagement with society.

## Rationale and ethos

This policy covers Mosslands School's approach to Relationship and Sex Education.

It was produced using guidance from the PSHE association and Sex Education Forum.

We define 'relationships and Sex Education' as:

- The varying composition of families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

We believe relationships and Sex Education is important for our pupils and our school because we want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. As an outcome we want them to:

- know where to access reliable sources of information, including about the law and legal rights, and distinguish between fact and opinion
- appreciate safe, equal, caring and enjoyable relationships and discuss real-life issues appropriate to their age and stage, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- have a positive view of human sexuality, with honest and medically accurate information, so that they can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- have opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- learn how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- have regard for gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenge all forms of discrimination.

We view the partnership of home and school as vital in supporting pupils during their development to adulthood. By informing parents and carers of our provision we hope that they will contribute to their child/ward's learning through discussions in the home environment.

Our school's overarching aims for our pupils are that we equip them with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by adapting teaching methods and resources to suit their needs.

We ensure RSE fosters gender equality and LGBT+ equality by referencing the Equality Act 2010, challenging all forms of discrimination. These issues are covered specifically in the PSHE Programme of Study and challenging discrimination underpins the values and ethos of the school.

## **Roles and responsibilities**

The RSE programme will be led by The Head of PSHE and Science Teachers

It will be taught by Science Team and Form Tutors

It will be supported by external partners such as Brook and Diversity Role Models

RSE teachers will receive training annually on the delivery of RSE and supporting learning on RSE topics

## **Legislation (statutory regulations and guidance)**

Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and Sex Education (in secondary schools). The parental/carer's right to withdraw pupils from RSE remains in place for all students for aspects of Sex Education which are not part of the Science curriculum. Such requests should be submitted to the Headteacher. The Headteacher will consider this request and discuss it with parents/carers, and will grant this in all but exceptional circumstances, up until three school terms before the child turns 16. At this age, the child can choose to receive Sex Education if they would like to, and the school will arrange for the child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2023)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2021)

## **Curriculum design**

Our RSE programme is an integral part of our whole school PSHE education provision and will cover the core themes within the PSHE Association Programme of Study for Key Stage 3, 4 and 5

We will ensure RSE is matched to the needs of our pupils by addressing themes using age appropriate resources endorsed by the PSHE Association.

Our RSE programme will be planned and delivered through the PSHE and Science Curriculum

Our RSE programme will be taught through a range of teaching methods and interactive differentiated resources and activities. Resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. All resources will be evaluated annually, through performance management, considering all data obtained from learning walks, work scrutiny and feedback from teachers and students using appropriate surveys.

Assessment in RSE will take the approach that baseline tasks will be undertaken at the start of topics and pupils' personal reflections as part of formative assessment will inform progress. The quality of

assessment practices will be undertaken annually to ensure they are in line with other subject areas and whole school expectations.

An overview of the learning in each year group can be found in the curriculum area of the website and paper copies are available on request.

## **Safe and Effective practice**

We will ensure a safe learning environment by developing agreed rules at the start of topics to encourage tolerance and empathy. Pupils will also be instructed regarding confidentiality and safeguarding. Teachers will use the Brook Traffic Light Tool to have awareness of age appropriate behaviours.

Distancing techniques such as case studies and hypothetical situations are used because pupils will have different life experience and knowledge. In this way issues can be discussed safely without individuals being identified. Pupils' questions will be answered within lessons and will hopefully be addressed through discussions. Where pupils do not wish to ask questions in class anonymous question boxes are used. Staff are also encouraged to direct pupils to the boxes should they need to seek advice before answering a question. By making this common practice pupils will become used to the process. All staff teaching RSE will be supported by The Head of PSHE (Chartered PSHE Teacher) and Brook E-Learning CPD. Face to face training will take place when appropriate.

## **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In these instances, teachers will consult with the designated safeguarding lead and in his /her absence their deputy. Visitors/external agencies which support the delivery of RSE will be sourced from approved sources to deliver sessions on specific issues that will enhance in-school provision. They are highlighted within the PSHE department handbook. All visitors will be made aware of school safeguarding procedures with feedback to the Head of PSHE or DSL at the end of sessions.

## **Engaging stakeholders**

The policy will be available to parents/carers via the school website, paper copies will be available on request. We are committed to working with parents and carers by engaging them in feedback. This will be through online surveys and written feedback will be directed to the Head of PSHE. We will ensure that parents/carers are fully aware of what is being taught through schemes of work on the website and provide additional resources and support as requested. The Schemes of Work will show the half term in which RSE is being delivered to the different year groups as all PSHE topics, RE and some Careers sessions are included in the PSHE timetable slot.

Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science, please see above.

Governors will be informed of the RSE policy and curriculum through updates from the Head of PSHE and Link Governor.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils. Feedback is given within lessons, at the end of topics and pupil voice discussions with the Head of PSHE.

## **Monitoring, reporting and evaluation**

Teachers will critically reflect on their work in delivering RSE through discussions with pupils, pupil work when appropriate and end of unit reflections.

Pupils will have opportunities to review and reflect on their learning during lessons and are encouraged to give feedback to the class teacher or Head of PSHE. An annual pupil voice will be undertaken by the Head of PSHE which is influential in adapting and amending planned learning activities for the next year.

The SLT will monitor and evaluate quality of the programme through termly learning walks, work scrutiny, teacher and student surveys.

## **RSE policy review date**

This policy will be reviewed annually in the summer term. It will be reviewed by the Head of PSHE in discussion with external agencies (e.g. Brook, Diversity Role Models) the Assistant Headteacher for Personal Development and Deputy Headteacher. This will ensure that it is up to date with statutory requirements and pupil needs.